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midnight, Sat I 10 33 (a general belief, expatiated upon by many philosophers, e g Plutarch in the Quaest Conviv cp also Morgan Miscelliones

three, a holy and mystic number, Carm I 13 17 28 36 II 14 5 III 18 16 19 11 ff 22 1 ff IV 1 28 ff 2 58 C S 23 Sat I 3 13 II 1 7 Epist I 1 37 II 3 300

toad? used in magic, Epod 5 19 s Frog

tree, lucky, and unlucky, Carm II 13 4 14 23 Epod 5 17 18

tree, and life, Carm I 12 45 (crescit occulto velut arbor aevo Fama Marcellis seems to point to a legend of the gens Claudia that their luck was bound up with the existence of some tree. For the existence of such legends in ancient Rome and Greece as well as in modern times see Mannhardt, Feld- und Waldkulte II 23 ff

Unlucky, s Lucky

Utopia, Epod 16 42-62

Vampires, souls of the murdered turn into, Epod 5 93

Veia, name of a witch, Epod 5 29 (the name points to Etruria, the home of so many strange superstitions)

vervain, a plant of chastity, Carm IV 11 6

Water, from Lake Arvernus, sprinkled by witches, Epod 5 26

wax, images made of, Epod 17 76 Sat I 8 30 ff

weekdays, modern names of, Sat II 3 291 (Thursday = Iovis dies)

white, horses believed to be faster than others, Sat I 7 8

witchcraft and witches, Epod 5 & 17 Sat I 8 passim Carm I 27 21 II 13 8 ff Sat I 9 29 Epist II 2 208

wolf, meat of animals torn by wolves tastes best, Epod 2 60 (a widely spread superstition; s Pauly Wissowa I 81 62 ff

wolf, beard of a wolf, used in magic, Sat I 8 42

women as witches, s Witchcraft

woodpecker (parra), bird of unlucky omen, Carm III 27 1 (but in the Tabulae Iguvinae VI 1 the bird is *dersva* i e of good omen)

wool, images made of, Sat I 8 30 ff

ERNST RIESS

METHODS OF TEACHING LATIN COMPOSITION FOLLOWED IN THE DE WITT CLINTON HIGH SCHOOL

We use in the work of the second year Jones's Latin Prose; in the third year Daniell's New Composition, or Barss's Writing Latin, Book II; and in the fourth year Collar's or Barss's book.

The time devoted to the prose amounts to one period a week in the second and third years. In the fourth we find that we cannot spare so much, and we, therefore, have an exercise once in two weeks. In the third and fourth years the exercise is all given at one time in the week, but in the second year some of the teachers prefer to take a part of each recitation period during the week for this work.

The method is substantially as follows: the pupils are required to have the exercise translated and written in their note-books before coming into the recitation room. This is done in ink. The first part of the hour is devoted to a recitation of the grammatical principles to which reference has been made in the lesson assigned. After this the pupils are sent to the board where they write a sentence or part of a sentence of their translation. These are then corrected between the lines in their note-books. The sentences as thus corrected are then rewritten in the note-book on the following page. These books are then handed in at the next exercise and corrected by the teacher.

In the work in Jones it is customary for each lesson to be divided into two parts, the grammatical references and examples being assigned for one lesson, and the translation of the sentences with a review for the next.

I believe that the unsatisfactory character of the work in Prose is assignable to three causes: the discursive and general treatment which the subject receives in most text-books; the insufficiency of time which it is possible to devote to it; and the fact that many teachers do not correct exercises carefully, systematically and plainly.

As to the first: most text-books take up too many subjects in each lesson. These subjects are not logically arranged or plainly put. The sentences intended to illustrate the principles either do not do so, or they illustrate too many other principles as well. There should be a logical development in the sentences of each exercise, and the principles should be clear-cut, as shown in each sentence. Only the last few sentences in each exercise should attempt to show more than one principle. Most text-books seem to be intended to help the pupil to write Latin, instead of to teach him to understand Latin syntax and to use his vocabulary.

As to the second: one period a week is not enough in which to teach prose satisfactorily. The best private schools realize this and give more than this. I do not see how we can with all the other work which has to be done. Yet I do not believe that the results will be satisfactory until two periods each week can be given to it.

As to the third: it takes a great deal of time to correct exercise books carefully. Many teachers do not believe that it pays in the end to do so. I do. An error made by a pupil after preparation on his part and correction on the board, when repeated in his second copy should be corrected until he assimilates the correct form and the reason for it. Again, corrections are often made hastily and are not understood or appreciated by the pupil.

If these obstacles could be removed, in my judgment the quality of the results would be greatly improved.

H H BICE

DeWitt Clinton High School, New York